Blessed is the one who trusts in the Lord, whose confidence is in him.
They will be like a tree planted by the water that sends out its roots by the stream.
It does not fear when heat comes; its leaves are always green.
It has no worries in a year of drought and never fails to bear fruit.

Jeremiah 17: 7 – 8

SEND Information Report

Report created: Rosie Ibbotson (SENDCo) September 26

Report approved: Charlotte Walker (Governor)

Review date: September 2027

Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood.

If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website.

Who can I talk to about my child's Special Educational Needs?

		
Your child's Class Teacher The class teacher is responsible for the overall progress of your child and liaising with the SENDCo about support they may need. They are the first person you should talk to about your concerns.	**Mrs Rosie Ibbotson (SENDCo)** She is responsible for coordinating the support for children with SEND, providing support for staff and communicating with parents. senco@fed-mas.n-yorks.sch.uk	**Mrs Helen Dudman (Interim Headteacher)** If you cannot speak to your class teacher or SENDCo first, please contact Mrs Dudman.

It is the responsibility of all school staff to act within the policy and associated guidelines. All staff must follow the SEND Code of Practice 2015. With the SENDCo, it is the role of the headteacher to implement the school's SEND policy and to ensure that all staff are aware of the school policy and how to best support children with SEND. The headteacher will report to the governing body about the effectiveness of the SEND policy on request. The school will work collaboratively with parents/carers to ensure they are able to support their child. The governing body has the responsibility of reviewing and agreeing the policy. The governors support the headteacher in carrying out this policy. The school governor for SEND is: **Charlotte Walker**

The SEND Governor will support and challenge the school to ensure that no learner is treated less favourably, denied opportunity, or left behind because they have additional needs.

The Headteacher, will monitor the effectiveness of the policy on a regular basis and report to the governing body. The governing body will review the policy and information report annually.

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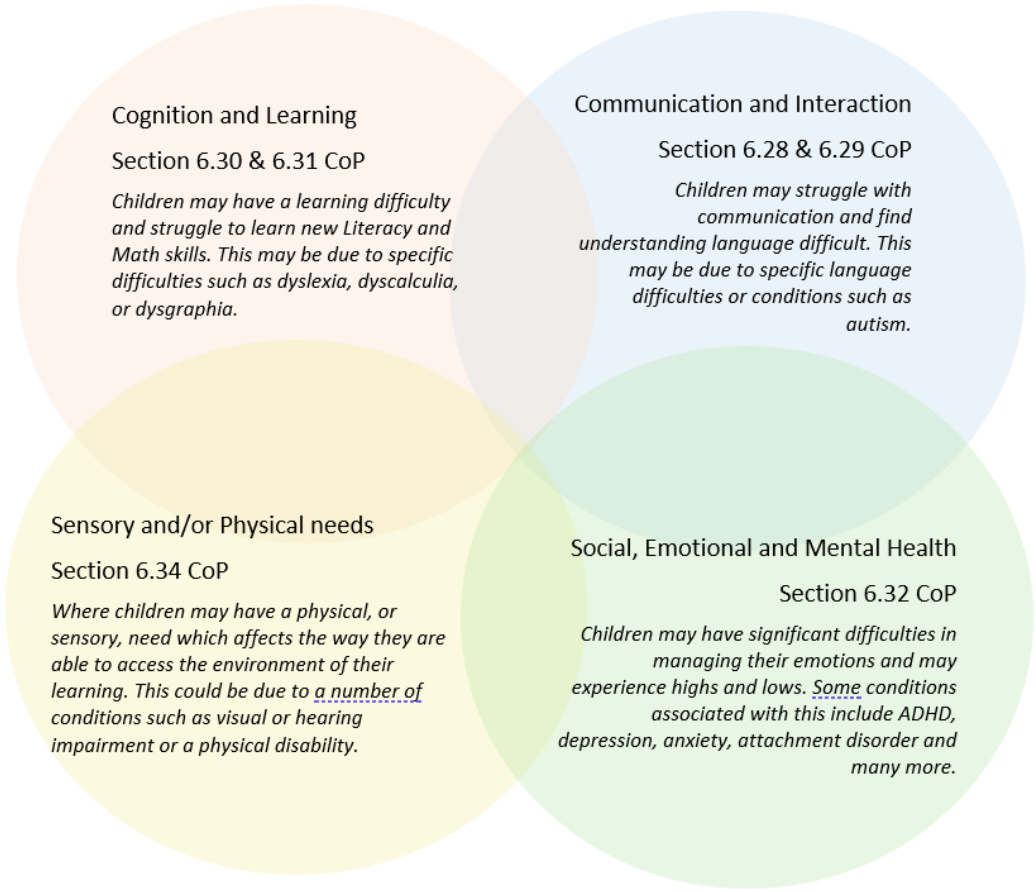
What kinds of SEND are provided for at my child's school?

The SEN Code of Practice 2015 says pupils have a learning difficulty if they:

a. have a significantly greater difficulty in learning than the majority of others of the same age, or

b. have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them. (Clause 20 Children and Families Bill 2014).

Our school provides for pupils with the following needs (as outlined by the SEND Code of Practice 2015):



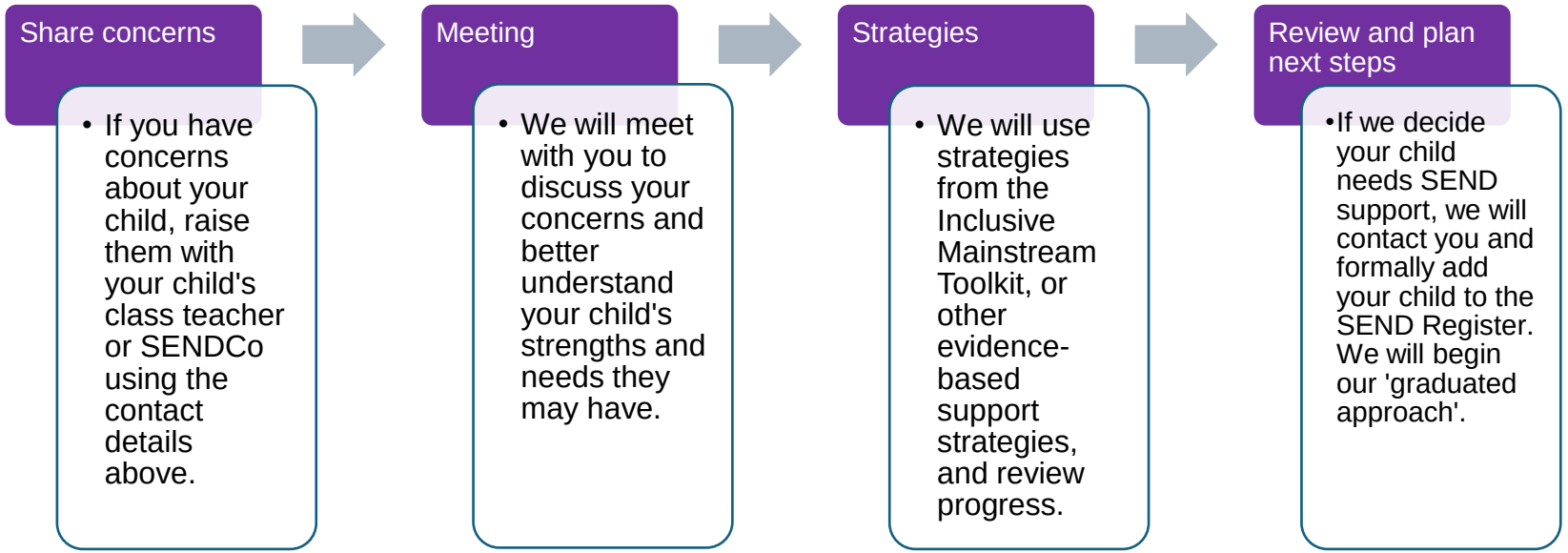
Every child's needs are considered on an individual basis at our school. At The Federation of Middleham CE (VA) Junior and Spennithorne CE (VA) Infant Schools, we are committed to inclusive learning and wellbeing for all our pupils.

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How do teachers at my child's school identify and assess pupils with SEND?

- We carry out a range of standardised tests throughout the year to track your child's progress in different curriculum areas.
- We hold inclusion meetings to bring together information and use our professional knowledge to see what support they might need. If a child is identified as making less than expected progress, we put support in place to identify and address gaps in learning. If a pupil is still finding it difficult to make expected progress, the teacher will talk to the SENDCo and will contact you to discuss the possibility of SEND.
- We use assessment profiles, such as a sensory checklist, and observations to identify areas in which your child may need targeted support.
- We use the Inclusive Mainstream Toolkit to support with target-setting and interventions
- We gather information from parents/carers, teachers, pupils, previous settings and external agencies including medical professionals or therapists. We refer to other agencies in consultation with parents/carers.

What do I do if I think my child has SEND?

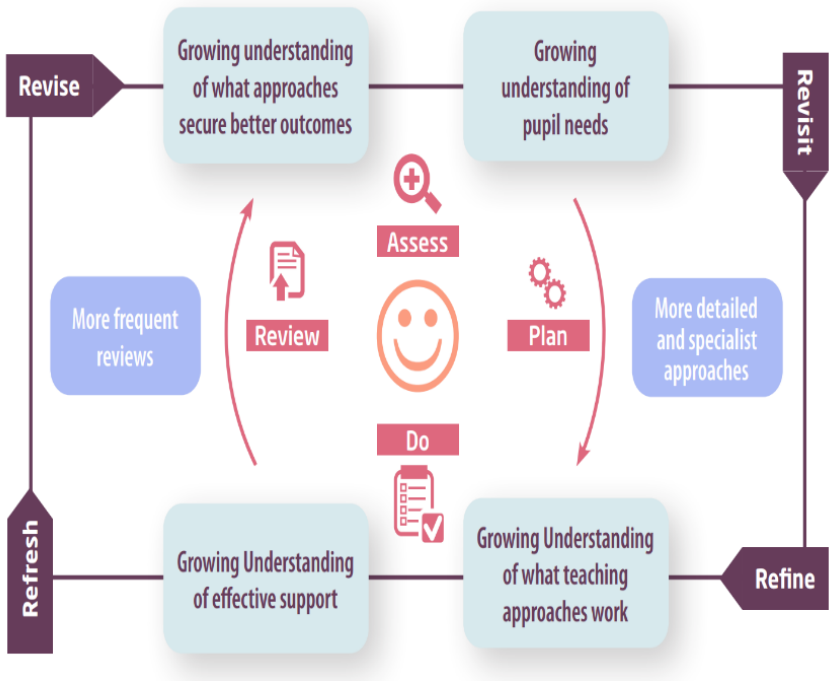


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How does the school measure my child's progress?

If your child is identified as having SEND, we will follow the '**graduated approach'** which is detailed below. This is a 4-part cycle made up of '**assess, plan, do, review'**.

Assess	If we identify that your child is not making expected progress, we will make an assessment to identify their strengths and difficulties. We will work with parents/carers, the child and external agencies where necessary to identify areas of need and gaps in learning.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve and set measurable, achievable targets. We will make a plan of the support we will offer your child to help them achieve these targets. This is called an **Individual Provision Map**.
Do	We will put the plan into practice. The class teacher, or teaching assistants, will work with your child under the guidance and support of the SENDCo.
Review	We will assess how well the support offered has helped the pupil to achieve the targets set. We will use the information gathered through observations and intervention records/assessments to improve the offer for your child, setting new targets or revising the previous targets to better support your child's progress.



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How will school communicate with parents/carers of children with SEND?

You will be invited to review your child's Individual Provision Maps (IPMs) termly. Members of staff who know your child well – the class teacher and/or SENDCo – will meet with you and:

- review your child's targets and progress towards previous outcomes
- set new targets based on previous outcomes or recent assessments
- discuss the support, including targeted interventions, in place for your child

We want to ensure that we have the best support in place for your child, so we want to hear from you as much as possible to gain the most insight about your child's needs and the impact of the help we are providing. If you have any concerns in between the termly meetings, do not hesitate to contact your child's teacher or our SENDCo.

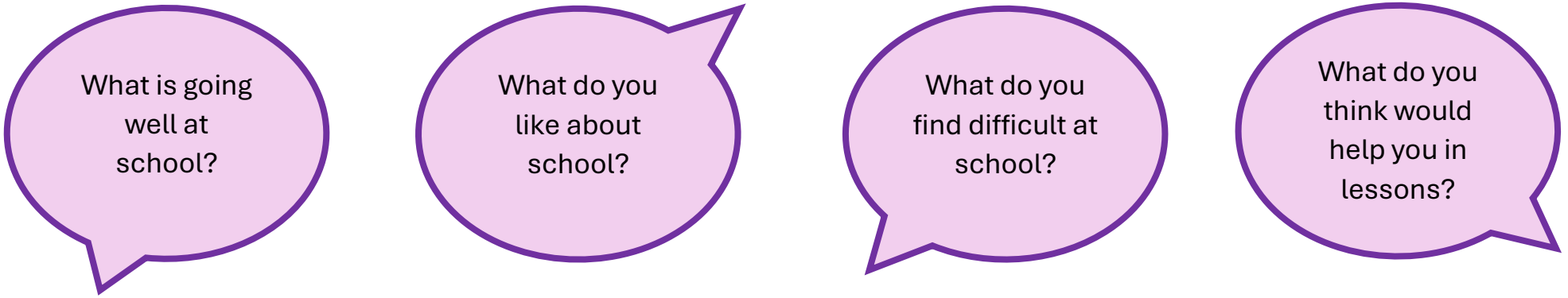
We have various other forms of communication with parents/carers:

- Newsletters
- Parents' evenings
- Website
- Meetings with external agencies
- Class Dojo
- E-mails
- Letters

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How will school communicate with my child about their education?

In our 'assess, plan, do, review' cycle, we will ask your child for their opinion on their learning and the support that is in place. We may gather this information in different ways, e.g. using visual prompts, communication aids, adult observations, drawing pictures. Depending on their age and area of need, we ask children a variety of questions to reflect on their learning:



How is the curriculum and learning environment adapted for children with SEND?

We are strong advocates that all teachers are teachers for children with SEND. Our teaching, learning, and planning procedures reflect this and our curriculum is designed around building strong foundational skills, planning retrieval and vocabulary-building opportunities into each lesson and ensuring that lessons are sequenced into small, logical steps. All children and young people benefit from quality-first teaching: we have created a learning sequence which supports learners through an 'I do, we do, you do' approach, checking for understanding throughout lessons in a variety of ways. Each subject leader has considered adaptations which can be made in their curriculum area to support teachers in meeting the needs of different learners.

We provide adaptations for learners within lessons using a range of strategies, including:

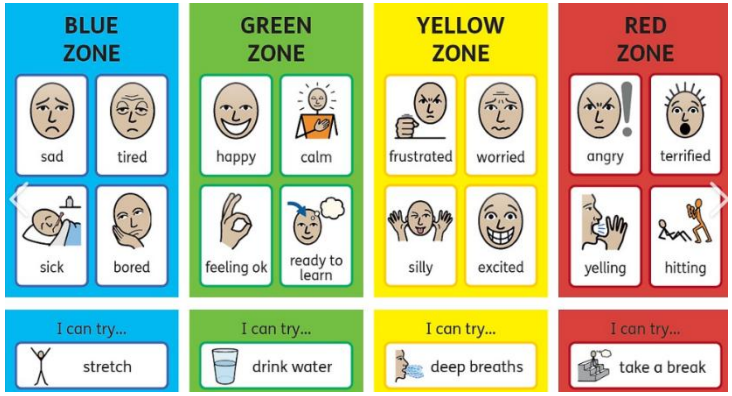
- use of scaffolds, e.g. writing frames, templates, sentence stems, word banks
- visual aids, e.g. symbols, pictures
- handwriting support, e.g. pencil grips, writing slopes

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- chunked tasks/instructions
- pre-teaching vocabulary or key ideas
- alternative ways of recording, e.g. voice recorders, iPads, laptops, videos/photographs

Our learning environments are designed to reduce cognitive overload and demand on learners, through methods such as:

- consistency in literacy support, e.g. Little Wandle phonics chart, sound mats in every classroom
- hessian backed boards – no coloured paper
- use of Widgit symbols to support vocabulary
- yellow or blue coloured backgrounds on slides
- working walls to display key information and learning journey, e.g. golden thread of language to support vocabulary
- dedicated reading corner and reading journey in each classroom
- dedicated calm corner with fidgets and self-regulation support linked to the Zones of Regulation



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What provision will be in place to support my child?

High-quality teaching is the first step in responding to your child's needs, including adaptations to curriculum lessons. In addition to classroom learning, we may also provide targeted interventions to support your child.

These interventions may include:

- Small group or 1:1 support
- Specialised support provided through external agencies, e.g. targets and activities set by a Speech and Language Therapist
- Phonics and spelling (Little Wandle)
- Echo reading
- Colourful semantics (sentence support)
- Socially Speaking (communication and social skills programme)
- Zones of Regulation (emotional literacy programme)
- Fine motor and handwriting support, e.g. Squiggle While you Wiggle, Little Wandle Handwriting Programme
- 1:1 or small group maths pre-teaching using manipulatives
- Sensory circuits and movement breaks

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How does the school evaluate the effectiveness of provision for SEND learners?

- Termly review of all Individual Provision Maps with class teachers, parents and SENDCo
- Inclusion meetings with teaching teams half-termly or termly
- Monitoring by the SENDCo through learning walks, book scrutinies, lesson observations, intervention observation and monitoring of intervention records
- Pre and post intervention assessments

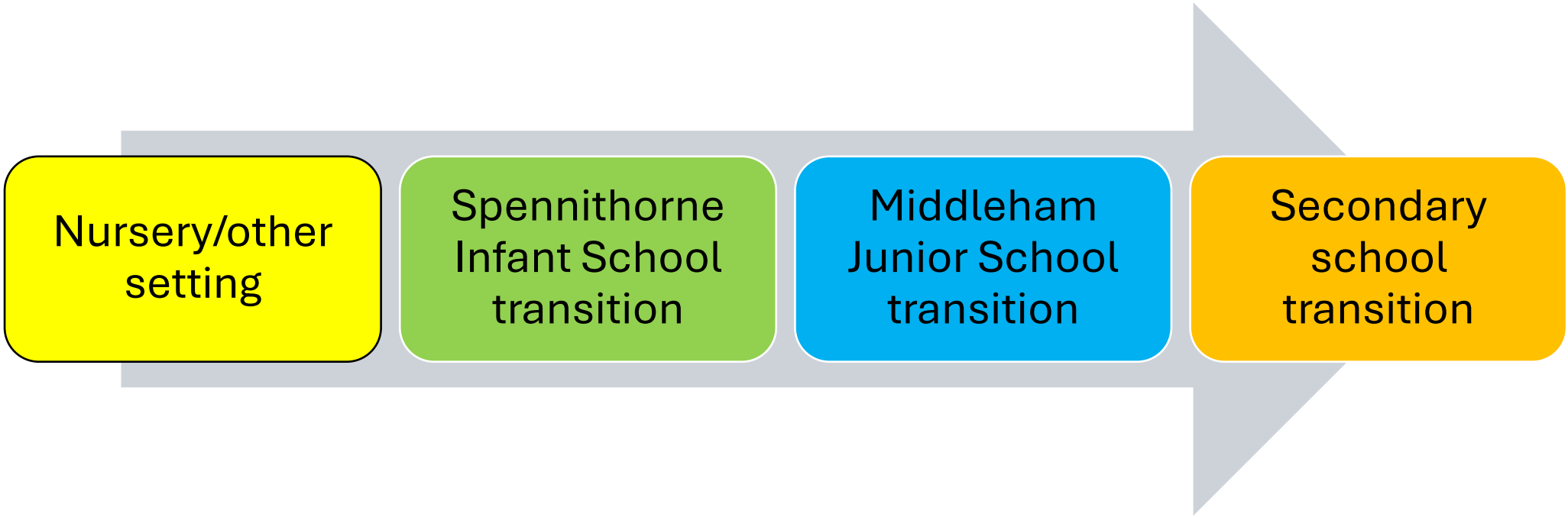
What is the expertise and knowledge of our staff?

- Qualified Teacher Status for all our teaching staff
- First Aid training
- Safeguarding training, refreshers and updates
- Staff training focussed on the needs of the children/young people within our school – individual or whole staff training, e.g. Dyslexia, Understanding Autism, trauma-informed teaching approaches
- In-house training can also be offered to a number of staff where a specialist will come into school and provide training on a specific area of SEND, e.g. relational approach

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What will transition arrangements be for my child?

At each stage of their educational journey, school will liaise with other professionals and parents/carers to provide support



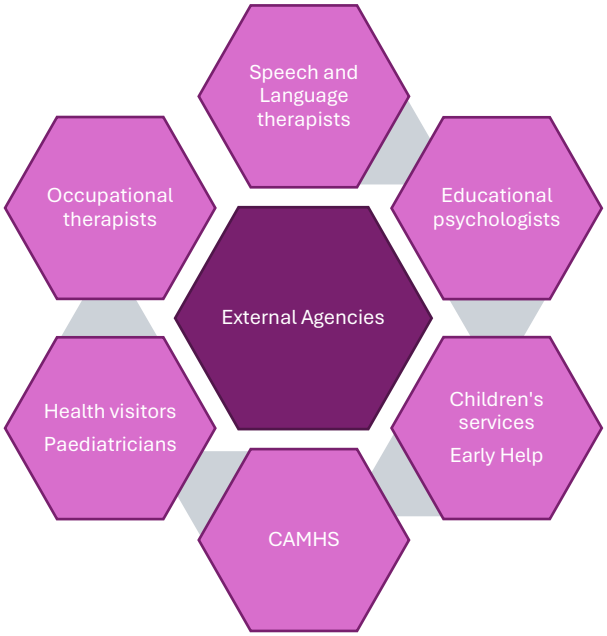
- Meetings are held with previous settings to discuss the children's needs with transition plans or extra visits planned in.
- Teaching teams have handover meetings each year as children move classes, with details documented on Individual Provision Maps
- Additional visits to school/transition packs with photographs arranged based on individual needs
- Close liaison with secondary school to ensure smooth transition; enhanced transition for those who require it

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What external agencies do we work with?

Links with external agencies are vital to ensure that we provide the highest levels of support for our pupils with SEND. Any one of the support services can raise concerns about a pupil. This will be brought to the attention of the SENDCo and the pupil's parents/carers.

A request for support from external services is likely to follow a decision taken by the SENDCo, colleagues, in consultation with parents/carers. External support services will usually see the child or young person, so that they can advise subject and pastoral staff on strategies and provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.



The services that the school most regularly work with are:

- SEN Hub (to be called Inclusion Hub)
- Early Help/Family Help

To find out about the local authority's Local Offer of services and provision for children with special educational needs and disabilities please use this link: SEND Local Offer | North Yorkshire Council

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Use of Alternative Provision

Alternative Provision is defined as ‘education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour’ (DfE 2013).

Schools can use such provision to try to prevent exclusions, or to re-engage pupils in their education.

When commissioning alternative provision, the school will carefully consider what providers are available that can meet the needs of their pupils, including the quality and safety of the provision, costs, and value for money.

Once the school has commissioned alternative provision, we will maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support.

Who can I contact if I am unhappy or need advice out of school?

We really want to work with families to make sure that you and your children are happy and successful in our school. If you have any concerns, please come and talk to us. We are always here to listen.

The Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) provide impartial information for parents/carers of all children and young people with SEND up to the age of 25. The website for North Yorkshire SENDIASS can be found here:

https://sendiassnorthyorkshire.co.uk

The school deals with any complaints from parents/carers by calling a meeting with the Head Teacher, and all the concerned parties. (Please refer to our ‘Complaints Procedure’ which can be found on our website for further details).

Admission Arrangements (also see admissions policy)

The admissions arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010 and key information around this can be found in our ‘Equality Information and Objectives’ policy. This includes pupils with any level of SEND: those with an EHCP plan and those without.

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